***FIELD TESTING***

**Formative Evaluations:**

This one-day workshop will be offered several times a year (if found effective), and is intended for all teachers, in particular, those that currently find themselves in the situation of having high-achieving students who complete work early. All teachers however, could use this training and this project in their classroom for any early work finishers. Due to the plans for follow-ups in the classrooms, however, there will be a limited class workshop size of 20. After the workshop, we (the presenters) will be conducting follow-up visits to all of the classrooms of teachers that attended the workshop. The follow-ups will involve monitoring the plan as it is implemented in the classroom, as well as having a student or two from each room complete a journal/survey/reflection about the artifact boxes. The goal of the drop-ins and the self reflections made by the teacher are to evaluate the overall success of the artifact box program and the reality of it being used in the classroom. We as the researchers will be able to improve and make adjustments based on the observations and feedback.

Field testing/observations, will take place in the classroom environments of each of the teachers who attended the workshop. The classrooms being observed will have students of varying backgrounds, SES and ability levels, however, for this program we are specifically looking at the usefulness of the artifact boxes for the high-achieving, early-finishing students. As each one-day workshop will be on a first come first served basis we expect the level of teachers and their classroom environments to fluctuate.

**Summative Evaluations:**

As stated above, each follow-up/observation in the classroom environment will involve monitoring the plan as it is actually being implemented, as well as having a student or two from each room complete a reflection about the artifact boxes. Each teacher currently implementing the plan will report on their thoughts about the usefulness and success of the program within their own classroom. Both the students and teacher will have surveys to fill out that will guide them through their reflections about the artifact box projects. They will also be given room at the end of the survey to write any extra comments, questions or concerns.

We will be using the information gathered to monitor the usefulness, success and legitimacy of the artifact box program in the classroom. From the observations made we will be able to effectively adjust and build on the idea.

**Revision of Instructional Materials**

Based on the recommendations and ideas from the surveys we would make adjustments to the artifact box workshops if necessary/useful.

**Idea 1:** If students are having difficulties working independently we would reevaluate the student training program and look at including detailed instructions as part of the artifact box.

**Idea 2:** If teachers are having a hard time implementing the artifact boxes due to time constraints we will look at simplifying the process and possibly including sample ideas for various artifact boxes.

**Idea 3:** If the teacher has a time constraint at the beginning of the year, this program is not feasible. Teacher buy-in is crucial to the success of this program. Teachers should start small by possibly adding artifact boxes to just a few pieces of the curriculum.